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Journal of EDUCATION

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April 7, 1930

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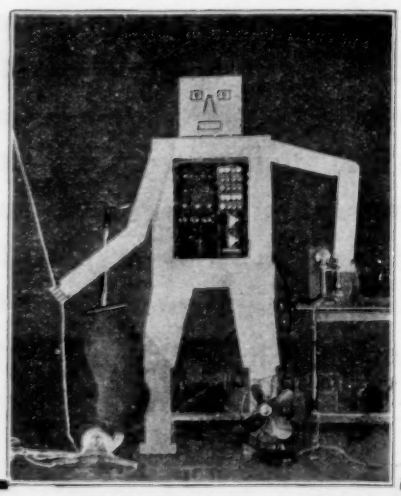

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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Solution of Illiteracy Problem

THERE is always a right time to do the right thing in the right way. If the right thing is done in the right way at the wrong time it might as well not be done at all. This is as true in education as in orcharding.

The besetting sin in traditional education has been an obstinate insistence that human nature must adapt itself to school convenience.

One of the most important lessons in education that has been learned in half a century is regarding the elimination of illiteracy.

For the first time in more than half a century it is appreciated that illiterates should learn to read in order to learn what they need to know and want to know.

Traditionally illiterates were urged to let us teach them to read in order that they would gratify our ambition by reading what we wanted to have them read.

Tens of thousands of illiterates in a single state the past year learned to read because they wanted to read in order to learn what they wanted to know.

Nothing in the history of education has paraleled the 80,000 illiterates of Louisiana who learned to read intelligently and write legibly and make daily profitable and joyful use of the achievement.

Maine's Education Distinction

MAINE, 1930, is far in the lead of states in per cent. of membership in the National Education Association.

Of the 144 superintendents 122 have a 100 per cent. enrollment.

Every State Teachers College enrolled every member of the faculty. Some secondary academies and seminaries enrolled every member of the faculty. Even the college and university professors broke all records in professional recognition of the National Education Association.

These are really wonderful facts, but they are not as wonderful as the facts behind the facts.

A. W. Gordon, executive secretary of the Maine

State Association, is not devoting himself exclusively to the State Association, but is doing full time work in the State Department of Education as efficiently as the other members of the department. He has demonstrated devoted, skillful and inspirational leadership unsurpassed by any all-time secretaries.

The chairman of the state committee on membership in the National Education Association is William B. Jack, superintendent of Portland.

Are there many states in which the superintendent of a state metropolis is the aggressive official leader of the interests of the National Education Association?

Maine has attained her professional rank by a long pull, a strong pull, a pull all together for the best good of children and teachers everywhere, every time, in city and country.

Martha Berry

THE Berry Schools, at Mount Berry, Rome, Georgia, for mountain boys and girls, and for none others, are a wonderful American creation in education.

They are indiscribable, as is everything American. We have been so universally foreign in education that there is no vocabulary for use on American creations.

It would be interesting to know who went from Atlanta, Georgia, to Europe last July without seeing something far more important for an American school man or woman to see than anything in Europe, and it is only an hour's ride from Atlanta to the Berry Schools.

As we were leaving Mt. Berry after a wonderful experience there we remarked that the most surprising thing was that there were three wealthy Americans who would contribute from a quarter of a million to half a million dollars for a building in a distinctly American institution. I am not surprised that there was one and not three. That Henry Ford gave a million dollars for the three buildings in an American institution is not a surprise.

Pioneers Who Won

PRESIDENT HOOVER on February 21, 1930, issued a proclamation which should interest every school under the Stars and Stripes:—

"The Congress, by unanimous vote, has authorized commemoration of the heroism of the fathers and mothers who traversed the Oregon Trail to the Far West. On April 10, 1830, the first wagon train left St. Louis for Oregon, pioneering the way for the thousands of men and women who settled the Pacific States.

"On December 29, 1830, Ezra Meeker was born, who carried over into our day a personal memory of this historic epoch. The Oregon Trail Memorial Association, which he founded and which includes men and women in all walks of life in all parts of the country, has sponsored the movement to observe the period from April 10 to December 29 of this year as the Covered Wagon Centennial, to recall the national significance of this centenary of the great westward tide which established American civilization across a continent.

"Therefore, I, Herbert Hoover, President of the United States, do call upon our people to employ this fitting occasion to commemorate the lives and deeds of the heroic pioneers who won and held the West."

Miss Edith A. Ford, an English educator, visiting schools in American cities, was amazed at the success in Americanizing educationally forty-seven nationalities in one school.

Use of Leisure Time

AT the Atlantic City meeting of the Department of Superintendence, Tuesday evening, a vast audience failed to hear an interesting and inspiring address on how to use their leisure time because the eminent speaker had been invited to speak at 8.30.

The other event of the evening, the famous "Pageant of Time," upon which twelve thousand dollars had been expended, caused the thrifty program makers, without notifying the expected speaker, to plan to have the address on "The Use of Leisure Time" function at 8 o'clock instead of 8.30.

Life Insurance Today

A DISTINCTIVE feature of this decade has been the transforming of death insurance to life insurance.

Even a straight life insurance policy is highly beneficial to one while he lives. One does not need to die to benefit his family and friends by any kind of a life insurance policy in a modernized life insurance company.

For example the Metropolitan Life Insurance Company devotes vast sums and employs high talent in the promotion of health, comfort and joy of its policy holders in life.

It is constantly discovering ways and means to have its policy holders conserve energy, promote comfort in home and community, improving personal temper and temperament.

The Welfare Department of the Metropolitan Life Insurance Company is devoted exclusively to helping its policy holders live longer, enjoy life more, and be of greater service to family, friends, socially, and to the community civically, because they have a life insurance policy.

It is reported that the research department of the public schools of Cleveland is to search prank-playing youths for signs of genius.

Sit for Health and Comfort

THE health and success of the children in school, and of the men and women ever after, are influenced more than can be said in words by the chair in which they sit five hours a day, five days in the week, during their school life.

There is as much difference in chairs as in automobile seats, but there is no chair in which a heedless boy cannot slump or a careless girl cannot slouch.

Teachers can do much to warn children of the ill manners of slumping and slouching and of the physical ill effects thereof.

But a teacher's chiding soon assumes the role of nagging, and is unheeded.

A sure cure for the debilitating slumping and slouching is to have posters in the schoolroom which children must see and which they will heed.

There are large posture posters in three colors which are hung in a schoolroom until every child forms a habit of sitting straight in the chair, sitting erect, sitting back in the seat with the shoulders well back.

When every child sits with ease and comfort the poster can be removed, but the first time any pupil slumps or slouches the poster returns.

It is a simple matter, but does more for the health and success of children than all the sermons and lectures, nagging and scolding parents and teachers can do.

Ask the American Seating Company, 4 East Jackson Boulevard, Chicago, for as many as can be used in straightening up the boys and girls of your schools. Those who ask early will have the "posture posters" free.

Bates College is launching a $3,500,000 campaign which includes a 25 per cent. increase in all salaries.

Annie Louise Keller

ONE of the most impressive addresses at Atlantic City was Dr. Francis G. Blair's account of the heroism of Annie Louise Keller, a teacher in a one-room school, on April 19, 1927, less than three years ago. These paragraphs merely suggest the impression as Dr. Blair told the story in his impassioned way:—

"When Annie Louise Keller, on April 19, 1927, in a one-room school in Greene County, Illinois, saw the coming storm, she divined its meaning. Nothing in the books of pedagogy she had read, nothing in the lectures she had taken in institutes and institutions of learning had dealt directly with such a situation.

"However, her entire training and experience had given her the power of command, the presence of mind, the courage to meet emergencies which arose on every hand in almost every day of her school work.

"How simple it must have seemed to her just before the crash of the storm to say in that commanding but reassuring way to her children, 'Crawl under your desks and stay there.'

"How simple and natural it must have seemed to her as the responsible person, as the only one present who could care for them, to stand by the door while all the children were crouched beneath the desks, quieting their fears with her presence and encouraging words.

"The storm broke, the brick building was practically demolished, the brick piling high upon the desks above the children's bodies, but without a single child being hurt; but those tumbling, hurling bricks piled high upon the body of the teacher, crushing out her life. No soldier on the battlefield ever met a great crisis more nobly, more bravely than she. No patriot celebrated in history and song is more deserving than she of all the praise that her act has brought to her name."

Progress in Manual Arts

"TWENTY Years of Progress in the Manual Arts," issued by The Manual Arts Press, Peoria, Illinois, the report of the Twentieth Annual Manual Arts Conference at Peoria in December, is a valuable treatment of the range of modern advance in manual arts.

Topics discussed include: "Review of Twenty Years of Progress in the Manual Arts"; "Methods of Testing the Results of Instruction in Shopwork"; "Topics in Educational Psychology for Teachers of Shopwork and Drafting"; "Some Problems of the General Shop"; "Problems in Shop Planning and Equipment"; "Reorganization of Methods of Instruction Demanded by Larger Classes"; "Doing, Making, and Thinking."

Why Not?

IN A STATE Teachers College in the Far West the research students test and measure the teachers on ability, fairness, personal peculiarities and other professional attainments.

Constructive Joy

PRESIDENT HOOVER'S address to the Boy Scouts contained his aspiration for civilization in two words, Constructive Joy. Every element that civilization can ever need is in those two words.

Constructive word and deed will build everything in home and society, in school and church that is needed for joy from cradle to casket, here and hereafter.

Belding's Page

UNDERGRADUATE WEEK-ENDS

WHAT is more desolate than a college dormitory over a week-end? The exodus begins on Friday. Undergraduates go a-roving and a-visiting. They attend games at neighboring institutions. They flock to dances. They are drawn to house parties. Occasionally they run home to see the folks. And when there's no place to go or no excuse for going—when, for example, the postponed studying simply must be done, or the funds are completely exhausted, the students involuntarily remain with that sorry little company of dejected souls who still inhabit the campus and keep village from becoming utterly deserted.

Such is the college week-end in this restless age.

The automobile has transformed college life. Other distractions have finished any part of the process that the automobile left unfinished.

Students of a by-gone era used to go away to college and stay away long enough so their people at home had time to miss them. Now, if parents miss them, it isn't because son and daughter are dwelling continuously in college halls, but because they have other places to go which are more appealing than home.

College authorities today do not have the degree of control over students that they once had. Rule and regimen are relaxed to some extent in all colleges. The faculty takes the remnant of an undergraduate that returns to the classrooms on Monday and imparts what can be imparted in the next four days, to a mind that is only half-present, the other half being busy with dreams of the next week-end.

The week-end of the college student presents a problem to deans and presidents, to instructors and to parents. If these guides and mentors continue to blink the problem, as so many of them do now—the students will go right on "solving" it as they now do.

PEAK LOAD ON SUNDAY

CONSIDER for a minute or two the public school week-end. Some teachers in the upper grades, especially, seem bent upon making it differ as much as possible from the week-end of the average undergraduate in the average college. Instead of allowing scope for relaxation and enjoyment, certain of these teachers in the public schools take advantage of the Friday-to-Monday recesses to pile on lessons.

The custom is by no means general in the public school classrooms. But in almost every school will be found one or two teachers who, unless vigilantly watched and checked, will hand out heavy assignments to the boys and girls, to be performed over the week-end.

A teacher of many years' experience declared, recently, that she never thought of giving long assignments for Monday presentation. She said she had found pupils more poorly prepared on Mondays than on other days. And she had sufficient understanding to know the reason why.

Friday evening is the time when most pupils demand a respite from study. They go to entertainments on that night, because the four or five preceding nights have been closed to them for that sort of thing.

Saturday mornings many young people work at tasks that bring them money. They may have chores to do around the home. In the afternoon a school game is likely to hold their attention. Surely they are entitled to that afternoon in the open air, for health's sake. Saturday evening, if there's nothing special, they may buckle down and begin their studying for Monday. And how often they find the work piled mountain-high! For, besides the lessons that were actually given out on Friday, there are others which have been delayed by procrastination—and this has been encouraged by teachers who granted a week or two for filling out a notebook, and asked that it be handed in "by Monday at the very latest."

No one wants to study on Sunday, or should be expected to do so. Yet that is the day when most of the "plugging" is done by pupils in senior and junior high schools, to the hurt of their freshness the remainder of the school week.

The question, "Why go to college?" could be answered to the satisfaction of many high school seniors by pointing out to them the contrasting freedom of the college week-ends. It might not be wise to use that argument. But it would be effective.

FACULTY MATERIAL

A KEEN observer who has had unusual opportunities to know the faculties of colleges and universities in many parts of the United States declares that professors are being made out of "sticks and stones and straw."

He lays this condition to the enormous expansion of college enrollments in recent years. Registrations have grown faster than the supply of teachers.

That may not be the whole explanation either. The trouble has been in many cases the false emphasis placed by faculties upon adding members who would shed lustre by engaging in research, instead of hiring those who would function supremely well as teachers.

With the "gold rush" to the colleges apparently abating a little, teacher quality may have an opportunity to improve.

Anson W. Belding

Associate Editor.

Are Semi-Annual Promotions Desirable?

(*A Symposium*)

By JOHN H. LOGAN
Superintendent, Newark, N. J.

FOR many years Newark has had semi-annual promotions, and, for a shorter time, quarterly promotions in the nine all-year schools. When the semi-annual promotions were instituted I imagine it was necessary in order to promote certain children who would have been held back a whole year.

At present I can see nothing to be gained by following the practice of the semi-annual promotion. One general reorganization during the year ought to be enough, and the schools should gradually get out of the practice of permitting retardation. It ought to be possible to move children to a higher grade at any time without the necessity of wholesale promotion or failure to promote.

We should have a sufficient number of special classes for very dull children in which they could be treated according to their needs. There is always a wide variety of ability, application, and achievement in any grade. So far as possible, the rigid grading of children should be avoided and they should be kept where they ought to be, and kept moving all the time. The best grading is only approximate.

I do not mean by this, of course, to introduce any radical change in our present system of having grades, but I think that everything that can be accomplished by semi-annual or briefer promotions can be accomplished just as easily and more soundly by less frequent general promotions.

I think a plan can also be worked out by which the high schools can take care of any irregularities in the matter of promotion, which may be inferred from what I have said, and they can do it without disorganizing their schools.

By FRANK G. PICKELL
Superintendent, Montclair, New Jersey

UNTIL I came to Montclair in 1923, I had always been connected as teacher or administrator with school systems which were organized under the semi-annual promotion plan. Consequently, the major portion of my experience has been in that section of the country which believes in and practices semi-annual promotions.

When I came to Montclair, I discovered that this system had always operated upon what might be called the *annual promotion basis*. It immediately occurred to me that one of my first jobs would be to reorganize the system, and put it on a *semi-annual promotion basis*. I thought that Montclair was just a little behind the procession. Seven years have passed by, and Montclair still does not have semi-annual promotions. Furthermore, there is every indication that Montclair is not going to have semi-annual promotions.

There is probably room for differences of opinion with regard to the relative merits of the annual and semi-annual promotion plans. Some people are very confident that it is better to promote pupils twice a year, and I am fully conscious of the fact that most of the school systems which promote pupils twice a year at one time promoted them annually. I have never seen, and so far as I know there do not exist, statistical, scientific data that prove that one plan is better than the other. The semi-annual promotion plan is just another movement that has swept from one end of this country to the other on the wings of scholastic theory and opinion. It seemed the better thing to do, and it became the fashion for school systems to adopt the new plan.

I do not think that the semi-annual promotion plan is more desirable than the annual promotion plan. My preference is not for either one of them. I think the only sensible way to take care of children is to set up a plan under which they are placed in the grade where they belong at the time they ought to be placed there, whether that is the middle of the year, the end of the first month, or the end of the eighth month of the school term. In other words, I believe in a program of flexible promotions. In our school system children are constantly being shifted from one section to another during the school year. I have known cases where pupils have been placed in as many as three grades in one school year. Under such a plan even annual promotions lose their significance. Children just pass on from grade to grade according to the merits of their cases.

To my mind the semi-annual promotion plan makes it more difficult for any city, except the larger one, to organize classes upon the ability basis. I much prefer to have the classes organized on this basis with the provision that pupils may be promoted whenever it seems best.

To offset the argument that children of kindergarten age may not be permitted to enter school at the middle of the year under an annual promotion plan, I would say that it is not necessary to set up a semi-annual promotion plan to take care of this seeming deficiency. If a system has flexible promotions, children can be received into the kindergarten both in the fall and in the spring, and thereafter they will be adjusted to their classes according to their own rate of growth and development.

The most of what I have said has had to do with the elementary school. As far as the high school is concerned, I do not believe that it is wise to reorganize completely the high school in the middle of the year. It is a difficult time to get teachers, and more time is wasted in reorganization and setting up the new classes than can be offset by any possible benefits to the pupils. If some one advances the argument that under the annual plan some pupils lose a whole year instead of a half year, that is met in cities such as Montclair by either a readjustment of work or the arrangement whereby certain pupils are definitely coached or are taken back over portions of the work so that in the end practically no time is lost if they do their work with any degree of success.

All in all, as a result of the experience I have had in Montclair, and especially in view of the fact that there is no statistical, scientific evidence to prove the advantage of a semi-annual promotion plan, my preference is very distinctly in favor of a flexible promotion scheme, under which, naturally, the average run of pupils are promoted at the end of the school year.

By N. L. ENGELHARDT

Professor of Education, Teachers College, Columbia University.

"SEMI-ANNUAL promotions" is an administrative device for securing a flexibility in the promotional program to meet the needs of individual children. It is a device which originated long before the intensive measurement movement and before the extensive educational drive for meeting the needs of individual children.

If a school system is not providing any flexibility in the relationship between the child and the curriculum it will be advantageous to adopt the semi-annual promotion plan. Such an adoption is, however, an admission of the inability to utilize more acceptable measures which are available and the unwillingness to conform to the best professional practice. Studies, such as those by Greene and O'dell, **should** be made by executives in any school system which today is on the semi-annual promotional basis. Such studies will, no doubt, bring to light that the mid-year classes are small, are expensive to maintain, and are catchalls for pupils with difficult problems. In the school system that has lured itself into believing that the mere existence of a plan has effected a cure, the chances are that the children, as individuals, are being ignored or simply being allowed automatically to make adjustment to an administrative mechanism.

The aim of every school system should be the constant adjustment of the work of every individual. Skipping a grade through the agency of semi-annual promotions may not accomplish anywhere near as much for the bright child as giving him a maximum of enrichment in a grade in which he is. Retarding a child in a half-year, as is done by semi-annual promotions, has no professional justification. It is time that the school administrator and the school teacher realize that their task is done well only when every child is allowed to make progress according to his ability. Such progress should be made daily, monthly, semi-annually and annually. To set up an artificial scheme for preventing this constant flow of progress cannot be defended in the light of our present knowledge and the practice in progressive school systems.

[This Symposium Will be Continued in a Subsequent Issue. An Expression of Your Viewpoint Will be Appreciated.]

The Progressive Teacher

By ALFRED OSMOND

Brigham Young University, Provo, Utah

A teacher who is constantly progressing
Will leave the swamps and moorlands of despair,
To share the glory of the richer blessing
In fertile fields and gardens fresh and fair.

He will ascend the higher hills of learning
And climb the alpine crags of ice and snow,
To wave his torch, that will be brightly burning,
For comrades in the valleys down below.

He will exalt the noble art of living,
With saner sense and with finer skill.
The services that he is gladly giving
Are guided by a trained and trusted will.

Above the clouds he sees the clearer vision;
The lightning's flash reveals a smiling face.
Beyond the crash and conflict of collision
He sees the homeland of the human race.

The seeds of truth that he is daily sowing
Will make the heedful masterful and wise.
His world is small, but it is young and growing
In grace and goodness as in strength and size.

He cannot fail, for he is always trying
To teach the wings of weakness how to fly,
And when they soar he, too, is with them flying
Towards the sunlight of the brighter sky.

He breathes the purer air of inspiration
And listens to the music of the spheres,
That he might be a servant of the nation
When it is overwhelmed with doubts and fears.

His tireless mind will fever with endeavor,
And he will be among the chosen few,
For tides of time go on and on forever,
But life is short and he has much to do.

Trends in Education

By SAMUEL ENGLE BURR

Director of Research, Lynn (Mass.) Public Schools

Reports of Twenty-three City Superintendents, Given in This Magazine's Convention Number, Are Here Analyzed, Showing 64 Points of Present-day Emphasis in American Public Schools.

IN ITS annual convention number, issued February 17, 1930, the Journal of Education presented a series of twenty-three brief articles written by superintendents of schools from representative cities throughout the United States. Ranging from Boston on the east to San Francisco on the west, from Buffalo on the north to San Antonio on the south, they give a picture of school conditions as the superintendents see them in cities ranging in size from those in the 100,000 population class to those whose citizens number in the millions.

It is quite apparent, from the articles, that the superintendents were asked to make their contributions as brief and as concise as possible. In order to do this some of them stressed only one or two outstanding points of progress which have taken place during the past decade. Others seized the opportunity in order to list a considerable number of different factors rather than to discuss any one at length.

In spite of this variety of treatment, it seems reasonable to assume that a summary of these various elements as enumerated by the superintendents would present a fairly accurate view of the trends which have made themselves dominant in the school systems of our larger cities during the past ten years.

In order to find out what these trends are, the writer has tabulated them and has arrived at the following interesting result:—

The item which was mentioned most frequently (sixteen times) was the matter of curriculum revision. This seems a pretty clear indication that the movement to inquire into the materials and methods used in the schools is still of utmost importance, and is still claiming the attention of the majority of public school systems.

The next item of importance, insofar as frequency of occurrence is concerned, is the building program, and in this case twelve of the cities report that definite progress has been made during the past decade.

From these two leading factors the mention of various elements goes on, so that in all, the tabulation shows a list of sixty-four different factors. These are as follows:—

ELEMENTS MENTIONED BY SUPERINTENDENTS IN JOURNAL OF EDUCATION SUMMARY

Rank In Group	Topic	Times Mentioned or Implied
1.	Curriculum Revision	16
2.	Building Program	12
3.	Special Classes	11
4.	Industrial, Technical and Vocational Education	10
5.	Tests and Measurements	9
6.	Professional Growth of Teachers in Service	8
7a.	Increased Enrollments, especially in High Schools	6
7b.	School Costs, Financing and Purchasing	6
7c.	Introduction of Junior High School Organization	6
7d.	Salary Schedules	6
11a.	Educational Research Work	5
11b.	Visual Education	5
11c.	Use of Committees, Conferences and Meetings of Teachers	5
11d.	Improved or Lengthened Teacher Training Work	5
15a.	Ability Grouping of Pupils	4
15b.	Use of Libraries	4
15c.	Introduction of "Progressive" Education	4
18a.	Evening School Work	3
18b.	Improved Choice of Personnel	3
18c.	Experimental Work and Demonstration Classes	3
18d.	Public Confidence and Co-operation	3
22a.	Guidance Work	2
22b.	Junior College	2
22c.	Size of Classes	2
22d.	Adult Education	2
22e.	Character Education	2
22f.	Visiting Teacher Work	2
22g.	Use of Radio	2
22h.	Employment of Psychologist	2
22i.	Summer Schools	2
22j.	Pupil Report Cards	2
22k.	Remedial Teaching	2
22l.	Parent-Teacher Associations	2
22m.	Playgrounds and Community Centres	2
22n.	Better General Equipment	2
22o.	School Buildings Planned by School Department	2

22p.	Meeting Individual Needs	2
22q.	Rating of Teachers	2
22r.	Elimination of Part-Time Classes	2

Those items which were mentioned only once and which, therefore, do not indicate trends at the present time, may, however, be the ones which are just starting to get attention, and which may show great development in the next ten years. These items mentioned by only one superintendent out of the twenty-three, are twenty-five in number, and are as follows:—

ELEMENTS MENTIONED ONCE IN THE TWENTY-THREE SUMMARIES

1. Sabbatical Leave for Teachers.
2. Better Accomplishment by Pupils.
3. Co-operation Between Schools and Museums.
4. Larger Teaching Staff.
5. Quarterly Promotions for Pupils.
6. Lower Entrance Age for Pupils.
7. Better Organization for Board of Education.
8. Fewer Meetings of Board of Education.
9. Co-operation Between Schools and Chamber of Commerce.
10. Co-operation Between Schools and Civic Clubs.
11. Culture as an Objective.
12. Freedom from Politics in School Affairs.
13. Extension of School Lunch Facilities.
14. Improved School Morale.
15. Publication of Yearbook by School Department.
16. Use of Platoon Schools.
17. Growth of Tax Supported City Colleges.
18. Participation of School Staff in Life of the City.
19. Improved Medical and Dental Service.
20. Specialized Supervisory Program.
21. More Extensive Supervision of Classroom Work.
22. Improvement in Drill Work.
23. The Pay-As-You-Go Building Plan.
24. Pensions for Teachers.
25. Clerical Assistance for Teachers.

In addition to these various topics which have been listed, constant reference is made to subject-matter fields being developed in public school systems. The field mentioned most prominently is physical education and gymnasium work, which is listed by four superintendents. Following close upon these are the fields of Fine Arts, Industrial and Manual Arts, Health Education, and Nature Study. Each one of these is mentioned three times.

Another topic on the list, and one which calls forth considerable interest, is the mention of the fact that the Oklahoma City public schools are maintaining classes in "Mother Craft" for adults.

One other comment should be made upon the statements submitted by the superintendents. This is that two of them base their work upon quotations from well-known leaders in the field of education. These are San Antonio, which quotes William H. Kilpatrick, and Oklahoma City, which quotes Thomas H. Briggs.

A Contention

By R. J. BRETNALL

Millburn, N. J.

In the past, scholastic leaders,
Those to whom the world might look,
Knew there was no education
Save the learning from a book;
So they gave us Greek and Latin,
Classics rich like wine with age,
Problems of profoundest theory
Spread on mathematics' page.
But to teach a mere vocation,
Hurled they all their wrath combined;
Thus, the conflict twixt the social
And the academic mind.

Could one countenance vocation
When his fullest store of knowledge
Had been gleaned along the highway
He had traveled in a college?
Though his theories might be social,
Though full generous his speech,
He would seize the academic
When it came within his reach.
Naught he knew of skill of craftsman,
Nor the labors of mankind;
Here the conflict twixt the social
And the academic mind

Long the schoolman had contended
For his high professional stand;
Should he share this situation
With a man of heavy hand;
One who knew no pedagogy,
Boasted of no learned degree,
But could give a craftsman's technique
Which would set a mortal free,
Free to use an inborn talent,
Free a joy of work to find?
Oh, the conflict twixt the social
And the academic mind.

But the day is bright before us,
Freedom, opportunity,
Just to find a place of fitness
Is the slogan now to be;
For the winding of a motor
Or the art of selling soap,
May contrive for education
E'en as Addison or Pope.
May all hands soon clasp in friendship
Whether they be gloved or grimed,
Then we'll harmonize the social
With the academic mind.

Organizing Sixth Grade Geography

By EDNA A. COLLAMORE

Principal, Roosevelt School, Worcester, Mass.

A COURSE of study is rather like a skeleton. It is quite necessary that everybody should possess one, but most people wish to keep theirs from public view just as long as possible. Inside the living animal the skeleton gives grace and poise and strength. In the museum the unbeautiful thing gives the observer little to enjoy, just a few plain facts about size, posture and proportion.

Only to the scientist is the skeleton fascinating, and only to the experienced educator is a course of study really significant and appealing. An Agassiz may have the insight and imagination to make dry bones live, but this he did not learn in a day. It requires both experience and training to visualize a course of study as alive in the classroom, acting and being reacted upon by live boys and girls.

When confronted with a new course of study in geography, the teacher or supervisor, trying to make an estimate of its value, often makes use of definitely formulated test questions. Is the course, for example, really modern and in line with the newer techniques of teaching?

Is it genetically progressive, adapted to the abilities and interests of children at each grade level? Does a new viewpoint appear when the broadening interests of the child are ready for it?

Is the course as integrated whole, symmetrical, well articulated, and adequate to its purpose? Will it meet the needs of the young workers who leave school at the end of the sixth grade? Will it provide a sound foundation for the social and natural sciences for those children who continue their education in high school, college and university?

Is it composed of definite, convenient, valuable units? Are these units arbitrarily tied together like beads on a string, or are they logically connected and inherently interdependent?

Does the course show an intelligent varying of emphasis in the treatment of its material? Do important facts, important relationships, fundamental principles, receive the strong emphasis that is their due? Are unimportant details and picturesque, unusual, but rather irrelevant facts lightly stressed or omitted?

All such questions a modern course of study must be ready to face, as well as questions of local adaptation and adjustment to other subjects in the local curriculum. The formulation of such a course of study is a difficult task.

So when a group of teachers in Worcester, Massachusetts, chosen mainly because of their special interest in geography, were asked to prepare a course of study in that subject, they were also offered the guidance and co-operation of the Department of Geography of Clark University. Under this guidance the task was interesting and its outcome successful, but none the less it was a real job, requiring much planning and experiment and a great deal of study.

A generous course was planned, covering six years, to be used in grades three to eight inclusive. The one cycle plan was preferred, with a natural variation of viewpoint at the change from elementary to junior high school.

At once the sixth grade group found themselves the victims of a squeeze play. They were pressed between the upper and the nether millstone. The fourth and fifth grade groups unanimously decided that the study of all the continents except the Americas should be postponed until after grade five. With a like cheerful unanimity the seventh and eighth grade groups voted that all the continents should be taught before the conclusion of the elementary school period. Place geography, no less necessary than the multiplication table, should, they thought, be fairly well fixed for all the continents before junior high school entrance. They wished also to mark the entrance to junior high school by a new organization of geographic material, and for this organization some knowledge of world geography was needed.

Thus grade six was urged from below and from above to undertake the task of covering the following generous portion of the earth's surface: Europe, Asia, Africa, Australia, Antarctica, and the islands of the sea. The land surface of the earth is about 56,000,000 square miles. Grade six's share was to be 40,000,000 square miles. It may be believed that any grade six classroom teacher, given forty children and a dozen subjects to teach, would have to spread herself, as they say, to cover 40,000,000 square miles of territory in a year.

Moreover grade six boys and girls are extremely live youngsters. They would rather talk than listen, rather labor actively than absorb passively. They are vividly interested in the concrete and the human. They are not concerned with abstractions or formal organizations. Dr. G. Stanley Hall was wont to say that the twelve-year-old boy is hungry for and should be given germinal hints about everything in the universe.

To teach young Penrods, Tom Sawyers, and others of their kind five of the seven continents in a thorough, systematic, scientific fashion with an agreeable abundance of interesting detail and

plenty of opportunity for projects, problems, special reports, appreciation lessons and the other activities of the modern classroom is not a simple thing to do. How can this mass of material be organized along lines of human interest and in such well proportioned form that a few large units can be thoroughly taught and duly emphasized instead of a hundred small units being superficially treated?

After various plans were proposed, discussed, rejected, a most happy inspiration came to one of the professorial guides, Dr. Wallace W. Atwood, a plan that unfolded more and more attractively as the discussion developed.

Why not depart from the traditional? Why not ignore all unmeaning continental divisions? Take the whole eastern hemisphere and study it with globe and map until salient features emerge. In this pre-view of the year's work land and water bodies can be named and located, natural regions described, climatic conditions noted. After this preliminary orientation begin the study of some big unit of marked interest. Here is one right at hand, the British Empire. How much of the eastern hemisphere they cover, these British Isles with their colonial commonwealths and dependencies—in Africa, Australia, New Zealand, India, Burma, Beluchistan, the Malay States! What an opportunity for geographic contrasts and comparisons in this first big unit!

Classroom experiment at once proved this unit to be so fascinating, so rich in suggestion for projects, collateral reading, special reports and the like that it could be compressed into its allotted six weeks only by main strength, strong will power, and heroic sacrifice. There were limitless opportunities for studying transportation, following routes of travel, nothing geographic contrasts and the resultant economic interchange, appreciating the very close bonds of interest between far-away lands and the mother country.

There followed a similar study of France with her possessions, of Holland and Belgium with their dependencies. Already the children had gained considerable knowledge of the geographic controls in six continents. They had learned, moreover, no inert, isolated bits of information, but live facts in interesting relationship.

Many of the smaller countries were now studied in groups: the Scandinavian countries, the small Baltic states, the countries of Central Europe, the countries of the Mediterranean district. These are well defined geographic regions and their use as units of study prevents needless overlapping and reduplication of effort. The simplification makes for efficiency and interest. It gives a broader viewpoint and permits a more intelligent emphasis upon the more important controls.

The Union of Socialist Soviet Republics, that great stretch of territory once known and taught as two separate entities, Russia in Europe, Russia in Asia—since they are separated by a continental boundary they were, therefore, to be separated in the teaching process—can be handled as a single unit in one week with more impressiveness and greater effectiveness.

Studies of the continents as wholes were provided for in reviews, but in three-fourths of the year's work continental divisions were ignored. This made it possible to develop rather thoroughly fifteen or twenty large topics instead of giving the children a superficial and patchwork impression of the ninety political divisions of the eastern hemisphere.

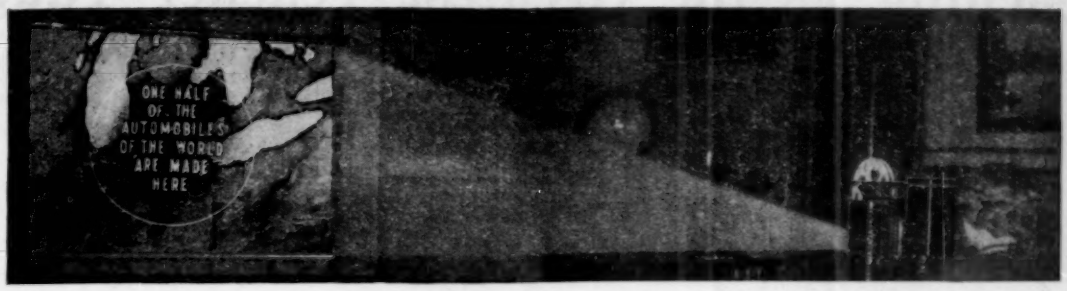
The course has already proved in classroom use its practical value. It is adapted to the manifold interests of children of this grade level. It is elastic. It offers the ambitious group unlimited opportunities for research and self-directed activity. Its reasonable simplicity, its definiteness, its coherence, its graded emphasis, make it especially attractive and helpful to a Z group.

What impressions of the old world countries do teachers wish children to retain, static impressions of multitudinous colored areas on the map, each bounded and located and provided with capital, chief cities and leading exports, or dynamic impressions of widely varied groups of people living and working under varying geographic influences and traveling freely all over the face of the earth to exchange the fruits of their labors?

If human activities and relationships mean more to sixth grade boys and girls than do boundary lines and continental divisions, then those who teach and supervise this grade may find genuine value in this new organization of grade six geographic material.

Homes and schools need to remember that growing up mentally is as important, if not more important, than growing up physically. The exercise of harsh authority or the careless supervision of young people may prevent development into wholesome manhood and womanhood. The fine art of dealing with young people is to guide them wisely and let them alone at the proper time.

—J. Mace Andress.



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Teaching as the Greatest Teacher Taught

(*Second Article*)

By ARTHUR C. BOYDEN, L.H.D., Ed. D.

Principal, Normal School, Bridgewater, Mass.

FIRST PRINCIPLE OF TEACHING (continued)

CASE II. THE WIDOW'S MITE

Mark 12:41-44.

Setting. This incident, which occurred during the last week of his life, is recorded directly after the bitter discussion with the Scribes and Pharisees (Matt. 23: 13-19), in which He denounced their hypocrisy in dealing with the classes who were under their power or influence. He used the most scathing words that language could furnish, and the depth of feeling which was underneath these words was evidenced by his lament over Jerusalem (Matt. 23: 37-39).

Weary with the contention, the Master had left those to whom he had spoken in the porches, and, while the crowd wrangled about his words or his person, had ascended the flight of steps which led to the Temple building. On these steps he sat down, "watching the multitude." Along the colonnades which surrounded "the Court of Women" were thirteen chests with trumpet-shaped openings into which the offerings were cast. This place was known as the "Treasury."

As he sat there, sorrowfully meditating, "he looked up" at the crowds passing into the Treasury; he saw many rich people putting in large sums of money, perhaps in a perfunctory manner; all at once he found his gaze fastened on a solitary figure coming slowly along the corridor, by her dress he knew her to be a poor widow. He observed her closely and read her actions truly as she searched for the only two coins in her possession. He knew that the "mite" was the smallest of coins, and that the Rabbis did not allow any one to give less than two. The object lesson for the disciples was at hand.

Real Devotion.—He immediately called the disciples to him. By words of emphasis he focused their attention on the difference in attitude, motive, and amounts. His words were startling, "She cast in more than they all." He then explained why this was true.

She did not know that any one had seen her; He spoke not a word to her, it was her own humble offering to God, but Jesus had made it immortal.

This was a very concise bit of teaching, taking only four verses in the gospels, two of which give the story setting, and two the teaching. As was often the case, He seized upon an unexpected incident in life as the occasion for teaching a great truth. Life to him was full to overflowing with lessons. Jesus' keen understanding of human nature enabled him to read the motives of the rich men who were putting large sums of money in the treasury. He also knew that the poor woman had put in her "whole living." In a flash He saw an object lesson in genuine devotion that He wanted to give to His disciples. He made the startling statement, "She put in more than all," to grip their attention; also there was a bit of irony in the words. Then he gave the reason for this remarkable statement, the application he left to them. The fact that this little incident was preserved indicates that it made a deep impression.

Many writers have made beautiful comments on this story.

"This little incident was like a rose amid a field of thistles, an act genuinely beautiful in the desert of official devotion" (Farrar).

"In dramatic contrast to the malice and greed of the high priests, to the materialism and sophistry of the Sadducees, and to the hypocrisy and moral obliquity of the Pharisees, is the picture of the simple piety of the poor widow, who out of her poverty was willing to cast her all into the temple treasury" (Kent).

"Here was the difference between a surplus and a deficit." "The essence of charity is self-denial" (Cambridge).

CASE III. THE MAN WHO ASKED JESUS TO DECIDE A LAW CASE

Luke 12:13-21.

Setting.—Jesus had been warning his followers against hypocrisy, and exhorting them to have courage in face of opposition. He had assumed an authority as the spokesman of God, superior to all the constituted religious officials (L. 12: 8-12). An immense crowd was listening to Him. Suddenly a man from somewhere in the company stepped up and interrupted the whole line of thought by a personal request. This was an unwarranted interruption as Jesus had no legal authority to act. Such questions were decided by a "bench of three" of the local synagogues. If he had a just claim there was no need of appealing to him. Apparently he was a younger son seeking for more than his share allowed by the law; if so, it was a case of sheer covetousness.

Covetousness Rebuked.—Note the significance in the word by which Jesus addressed him, "Man." Note also the distinction between a "judge" who decides a case and a "divider" who carries out the decision, and that Jesus declined

to act as either one. Then he turned to the people with words of stern warning. He stated the great principle on which he was to base his teaching, "A man's life consisteth not in the abundance of the things which he possesseth." To make His meaning clearer to them, Jesus used a short parable. This story became the object lesson; the steps in the teaching are unusually penetrating.

The Rich Fool.—There are four parts to this illustration:—

(1) The very rich man. The survey of his prospective crops revealed the need of some new plan. There was only one solution that appealed to him. This man's life did consist in the abundance of things. His material possessions absorbed his life.

(2) His soliloquy—"Soul, thou hast much goods laid up for many years; take thine ease, eat, drink, and be merry." There was keen satire in these words. He was starving his soul.

(3) The sharp contrasts. The four contrasts are very telling—"God said unto him"; "Thou fool"; "This night thy soul shall be required of thee"; "Whose shall these things be?" The emphasis was placed on the foolishness of selfishness.

(4) Laying up treasure—note the contrast, "treasure for himself," and "rich toward God." The application became general as the story closed. The foolish man saw no other solution for his abundance than hoarding for himself. Jesus gave a new motive for life—rich toward God, by using the abundance for others as a steward of God.

This parable is one of the briefest used by Jesus, but it is a most significant picture of "greedy, God-forgetting, presumptuous selfishness." The expansion of the thought, "rich toward God," is given in Matthew as a part of the Sermon on the Mount.

This is another case in which an unexpected interruption opened the way for his teaching; it took on certain marked characteristics. It began with a severe rebuke. Jesus' opening words were used to get the close attention of His hearers and often gave a cue to the line of thought in His mind. "Take heed" indicated a warning. The man's egotistic demand gave the text—"covetousness." It is interesting to note that he first gave the principle, then followed it by a story to illustrate the point, and finally closed with an application that had in it a constructive suggestion. The parable itself had certain peculiarities—it was a picturesque extract right out of contemporary life; it was intensive in its development, culminating in an expression that gave the parable a permanent label; there were no mitigating circumstances, only a stern warning carried mercilessly to its climax; there was a cutting sarcasm hidden in the picture of a soul trying to satisfy itself with material things. The world never has heard a more penetrating warning.

There are many other interesting cases of the use of this principle of direct teaching, but these that are given are typical.

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A Poor Unfortunate

By FRANK L. STANTON

I

His hoss went dead an' his mule went lame,
He lost six cows in a poker game;
A harricane came on a summer's day,
An' carried the house whar' he lived away;
Then a airthquake come when that wuz gone,
An' swallered the lan' that the house stood on!
An' the tax collector, he come roun'
An' charged him up fer the hole in the groun'!
An' the city marshal—he come in view
An' said he wanted his street tax, too!

II

Did he moan an' sigh? Did he set an' cry
An' cuss the harricane sweepin' by?
Did he grieve that his ol' friends failed to call
When the airthquake come an' swallered all?
Never a word o' blame he said,
With all them troubles on top his head!
Not him . . . He clumb to the top o' the hill—
Whar' standin' room wuz left him still,
An' barin' his head, here's what he said:
"I reckon it's time to git up an' git;
But, Lord, I hain't had the measles yit!"

Personal and Professional

WALTER R. HEPNER, superintendent, San Diego, caught the spirit of the Atlantic City meeting and passed it on to the teachers and public on his return in this discriminating paragraph:—

"Throughout the proceedings everywhere there was expressed the idea that education moves ahead not by pronunciamento, not by blind adherence to traditional methods, but by the application of the research attitude, and by activity characterized by the spirit of inquiry. And the repeated implication was that the investigative technique should not be confined to departments of research and to university professors. The whole import of the conference was that healthy progress is to be obtained most rapidly in those school systems in which teachers, supervisors and administrators, all, subject themselves, their philosophies, and their activities *continuously* to a vigorous questioning. For it is out of this practice of seeking further for truth that adaptation to changing conditions comes. The greatest contribution to our children comes not from settled convictions, but from that state of mind induced by the consciousness that all truth has not yet been revealed."

MISS LUCY EVANS, who has taught in Moline public schools for fifty years, received, at the celebration of her half-century of service, a small gold box in which was a gold piece dated the year she began teaching in Moline.

MRS. AGNES R. GARRETSON, who has taught fifty years in Lincoln, Illinois, was given an inspiring reception by the Logan County Teachers Association. She was born the day that Stonewall Jackson was mortally wounded at Chancellorsville. She began teaching at the age of fifteen. She has been prominent in all welfare work in the county, and consequently the celebration was more than a recognition of her service as a teacher.

DR. F. D. BLAKESLEE, 2702 South Hobart Road, Los Angeles, in his eighty-fifth year, gave his interesting and informing lecture, "Personal Recollections of Abraham Lincoln" more than thirty times in February this year.

Dr. Blakeslee has had an exceptional administrative experience. He has been president of East Greenwich (Rhode Island) Academy three times, 1873 to 1884, 1887 to 1899, 1918 to 1924, in all twenty-six years. He has had an interesting experience since graduating in the first class of Syracuse University, 1872.

ANNA ALFREIDA MELLISH, who succeeds Mary Stuart Fellows as hostess at the Riverbank Lodge of the Massachusetts State Teachers Association, inherits enlarged opportunities and much increased responsibilities. The Riverside Lodge has become the most important and the most valuable professionally maintained rendezvous for teachers in the New World.

KLINE H. GRAHAM, treasurer of the University of Florida for twenty-five years, under three presidents, has also been treasurer of the Florida Loan Corporation, sponsored by the Rotary Clubs of Florida. In the last seven years Mr. Graham has loaned $35,317 to 314 young men in the college.

Mr. Graham is an institution of the university and of the state, a recognition resulting from his financial wisdom and human sympathy.

C. E. ROSE, of Tucson, Arizona, has been re-elected superintendent of the city for another term of four years unanimously five months before his term expires. And a long-time member of his school board was recently elected with no opposing candidate. The best of this is that superintendencies are stabilized like this all over the country so far as city superintendents are concerned.

NORMAN J. PAGE, one of the most widely known superintendents in New Hampshire, who died February 10, after a brief illness, had been in charge of the Haverhill district for nineteen years.

He graduated from Dartmouth College, 1895—twenty-nine years of age, and was a wise and devoted public servant always. He had the confidence of the public locally and was a state-wide leader. He never shirked responsibility, but was never domineering. His personal and professional unselfishness was universally recognized.

CHARLES A. LEE, state superintendent of Missouri, is making an heroic effort to have the state do something worth while for the scandalously neglected one-room schools. It is hard to believe there can be such conditions in Missouri as he describes. He renders a noble service to civilization by telling the truth about the school districts that have only sixty days of school in a year, and of school buildings with paneless windows and some with sashless windows. All honor to Mr. Lee for demanding decent conditions for the education of all children in Missouri.

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"You must believe in something—in yourself, in the country, in God. You must have courage to back that belief with your money and your life, and patience to wait for fulfillment."

JAMES H. COLLINS:—

"People seldom buy a preventive, but will pay almost any price for a remedy."

JUDGE JOSEPH SABBATH:—

"Out of tin cans have come the bombs that wrecked thousands of romances."

JUDGE TAYLOR:—

"If I had my way I would impose the same punishment on the man who leaves his car unlocked as upon the man who steals it."

DR. HARRY EVERETT BARNARD:—

"Every idea in the field of nutrition has promptly found its way into the schoolroom, and carried with it fads and foolishness to command the attention of the teacher and her children until the next new thought supplanted it."

GOVERNOR ALLEN, of Massachusetts:—

"I would like to see every alien who desires to tear down the institution of Government, who flouts the laws in this country, deported, if we have to buy the tickets to get them out."

SAMUEL H. RANCK:—

"Psychologists tell us that no one uses to anything like his capacity the brains he has. The same is true of communities. There is no great difference in the normal mental capacity—the brain power—of communities. The difference in communities is largely due to the extent to which they have used their brains in developing their intelligence, plus those moral qualities which give force and staying power to all their efforts. Librarians and educators generally in all their work are inclined to overstress knowledge and to understress the moral force of individual character as the dominant factor in human progress. Real knowledge directed by intelligence and character makes an invincible combination."

DOROTHY DIX:—

"Only the beautiful can afford to be dumb."

PRESIDENT HOOVER:—

"Literature and lore have established our boys in varied relations to life; as a growing animal of superlative promise, to be fed and watered and kept warm; as a periodic nuisance; as a joy forever; as the incarnation of destruction; as the father of the man; as the child of iniquity; as the problem of our times and the hope of our Nation."

GEORGE M. WILEY, assistant state commissioner of education, New York:—

"Control as a factor in the educative process has been given far too little attention. Control may properly be considered as a major objective in education. Whether we think of this process as the development of control, as the making of choices, or as the building of character the controlling thought is the same. Character means self-control. Where there is lack of character there must be restraint and check by others. True character indicates that the individual holds restraint and check on himself; that he holds the throttle which controls the activities of life toward worthwhile goals.

"Character shows itself in conduct. Not conduct that results from law or legislation, not the superimposed authority of the monarch, but conduct that is merely the outward expression of the ideals of the individual himself."

GLENN FRANK: —

"Education is, after all, but the adventure of trying to make ourselves at home in the modern world."

DANIEL L. MARSH, president, Boston University:—

"A true patriot must be ready to die for his country, if need be, when his country is right. And he must be just as ready to die to make his country right, if need be, when it is wrong."

J. B. EDMONSON, dean of School of Education, University of Michigan:—

"In the last quarter century there has been a gradual evolution from a status of uncertain leadership to the present system of highly professionalized direction."

JOHN A. H. KEITH, state superintendent, Pennsylvania:—

"The state must concern itself with education to safeguard the future, and must see to it that equality of educational opportunity is provided."

S. A. COURTIS, Detroit:—

"Every teacher is in danger of becoming a czar in his own classroom."

Have You a Little Student In Your Home?

By ARTHUR DEAN

Today we are come to a great national problem. No bands play, no soldiers march, no banners are flung to the breeze as we gather to weigh this homely problem, but statesmen have majestically pondered far less imposing questions than the common, or garden variety of school home work.

What of home work? Is it to help the children to advance quicker than they would? Or is home work merely a hoary survival of the old red schoolhouse days when pupils had to study at home because the schoolhouse was cold, or poorly lighted, or the children needed at home in daylight hours for chores?

Home Work! How come? Perhaps the pupil will explain that: "The teacher assigns it to me." And the teacher might well say: "Don't know the 'why' of it, but the rules of the school require it." And the principal may add: "I don't know but we have always done it." And finally the members of the P. T. A. might ask the question themselves and answer: "We don't know. We are busy raising money for a coffee urn for the school cafeteria and we are just starting a campaign for increasing teachers' salaries. Ask somebody else about the home work."

And so we ride the little red horse about this scholastic merry-go-round.

Dr. William J. O'Shea, New York City Superintendent of Schools, seems to know. He says: "The object of home work is to correct individual weaknesses." As desirable home work Dr. O'Shea lists reading, drawing, scrap booking of current events, clippings, collecting pictures illustrating school work in history, geography and other subjects; reviewing subjects taught in class, making apparatus for experiments and visiting museums.

"Home work," he goes on to say, "that involves writing a large amount of formal penmanship drills, or words a number of times, or copying from books and analyzing complicated sentences in grammar are classed as monotonous or useless repetition."

Hoo-ray for Dr. O'Shea's: "Under no circumstances should home work be assigned as a punishment."

LEARNING BY ONE'S SELF

To Superintendent O'Shea's statement I should like to add: Home work should be given pupils to teach them how they can teach themselves.

A child should learn to study alone. After he was grown up and left school there will be no teacher asking questions and egging him on; none of the rivalry and competition of classmates; no urge of marks, prizes, diplomas; no school machinery to excite his mental interests. He has only himself with all the world around him, a world of libraries, museums, offices, factories, stores, newspapers, magazines, churches, parks, streets, and about everything under the sun from which he can learn — if he will. Aye, there's the rub — if he will.

Now the first element in teaching ourselves is to teach ourselves how to study. I just haven't room here to elaborate. If fully understood and faithfully followed there would be little reason for any home work under the O'Shea definition, because there would not be any "weaknesses to correct."

There would be, however, every reason under the heavens for home work under my definition — teaching a child how to study, to investigate, to work things out for himself, to supplement group teaching with individual study.

Copyright.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

My Neighbor's Greenhouse

Sweet peas are just beginning to blossom in the greenhouse of my neighbor. Long, leafy rows of them with here and there delicate little poke bonnets of blossoms peering out into the world like tiny Dutch maidens. Whenever I pass I have to stop and cup my eyes with my hands and look in. I always have a feeling that some day I shall see these tiny Dutch maidens dancing a jig with a pretty clatter of wooden shoes that will rattle the glasses in the greenhouse frames.

Each spring the sweet pea vines blossom about this time, arriving on schedule with their freights of beauty as though timed by the watch of some celestial trainmaster. What a gorgeous, happy poke-bonneted throng climb down from the green steps of the caravan. One can almost hear the laughter as heads nod merry new greetings to each other.

While all this happy arriving is marvelous enough I cannot help admiring the part my neighbor plays in the spectacle. I have watched him in the early winter sifting and preparing the rich, brown earth in the long trays. He examines it for harmful slugs and tests it with his fingers to see whether it has just the right amount of sand, then, when all is ready to his satisfaction, he places the little treasure packets, the seeds, carefully in place. What faith he has in the power hidden so cunningly in those seeds. Out of one packet he takes one set of seeds. "These blossoms will be pink," he says. Out of another packet he takes seeds that look exactly like the other, "but these blossoms will be scarlet," he prophesies. And his sayings are always true. The power in the seeds never fails to do the thing that it has promised to do.

Beginning tomorrow my neighbor will go down the long rows with his shears snipping off long blossoming stems here and there. These he will put into gorgeous bouquets which later will delight the bedside, perhaps, of some sick person.

I think my neighbor's job is one of spiritual value. True, his hands and knees are always earth-covered, but above his head, as he bends or kneels, peer down on him the bonnets of little spirit things that he has called into life out of the vast darkness of the cold, dead earth.

Where he has planted the silent and the still, life has responded, vibrant, beautiful, glorious; where he has rooted in dark earth an unpromising, tiny ball of fibre the green richness of a great vine has uncurled itself as the ladder for the steps of a hundred beautiful living things.

A Test

Sometime ago I wrote a Chat called: "I Am My Own Prayer." A friend of mine who read the Chat before it was sent out to my own school children said: "No child on earth can understand that. You have shot your arrow right over their heads." I answered: "I do not think so. I think children as far down in grade as the fourth will understand the drift of what I am saying and to prove it I will ask some of the children in my own school to write their reaction. When the results came in I was amazed and my friend was stricken dumb. I am going to quote two of the many poems I received. These poems are just as the children wrote them, and the writing in all cases was done in less than half an hour.

THE MUSIC OF MY SOUL

Into the darkness light breaks through,
It's the music that you make.
The song that is only heard by few,
Happy, sad, either one you sing.

The music might carry one discord,
Or maybe have a lot.
Your music reaches the blessed Lord,
Who sees what you have sought.

Your hopes are high, your voice is loud
With sorrow or with cheer,
And now through mists and darkened cloud
You get your answer clear.

—John O'Brien, Grade VI, eleven years old.

* * * *

GOD'S CARE

I shall not die
Because I am my prayer,
I shall not be afraid,
For God is everywhere.

Though I am wee
Nothing will happen me there.
God will give me his care
The beauty of His world to see.

—Harold Powers, Grade IV, nine years old.

Can you write beautiful verse like those two samples? Can you think a beautiful thought like, "Who sees what you have sought," and "You get your answer clear"? It would please me to hear from you, wherever you may be in this wonderful land of ours.

Words of a President

I wonder how many girls and boys honor our President, Herbert Hoover, and would listen to a word of advice from him if he spoke directly to them. I believe every girl and boy in the United States would be glad to listen to anything he chose to say. I well understand that many of the young people who listen to this Chat have fathers and mothers who voted for Mr. Smith. Undoubtedly such pupils would prefer to see Mr. Smith in the Presidency, but that fact has nothing to do with the question I have asked, for it is the duty of every girl and boy, no matter how each may feel about a candidate, to honor the person actually elected to the highest office of our land.

As you all know, Presidents and Presidential candidates are good and honorable men. They act as wisely and sanely at all times as they can, and when they speak, their words are entitled to respect. Now it happens that the President right now in the White House has always shown an especial interest in children. We all know how he directed the feeding of the starving girls and boys in Europe during the war and how, on many occasions since then, he has gone out of his way to express an interest in child welfare. When, therefore, such a man gives us a direct piece of advice, do you not think it the part of wisdom to listen to it and weigh it and let it influence you if you need influencing? Of course you do. Any sane person would feel exactly that way.

Not long ago Mr. Hoover had occasion to speak about the use of cigarettes by the youth of the nation. This is what he said:—

"There is no agency in the world today that is so affecting the health, education and character of the boys and girls as is the cigarette habit."

Could any words be stronger? Could any words be plainer? Can you afford to have four such mighty factors in your future success and happiness as Health, Education, Efficiency and Character ruined by a filthy poison that makes you a nuisance and a pest in the eyes and nostrils of everyone about you?

When I see a boy smoking I never

feel the least bit provoked. I pity him too much. He is such a thoughtless little fellow, so regardless of the golden years to come when youth will fade and he will be left with weakened body to face the bitter and pitiless consequences of his folly.

The other day I received a letter from a little fellow down in Kentucky asking me if I smoked. I am happy to answer: "No, I do not smoke." Even if I had the desire, which I have not, I would feel that it was my duty not to encourage a business that I know is ruining the lives of thousands of boys in this country.

Expecting the Beautiful—I

Yesterday I looked out of my window into my garden expecting to see a flower. Of course I knew the frost was scarcely out of the ground and a patch of yellow snow lay in one corner under the low cedar tree, but just the same I looked out expecting to see a flower. Something in the soft, warm air of early spring whispered "flowers" to me; haven't you ever heard whispers of that sort and wondered about them? Perhaps the whisper came from the scent of unlocking earth—that queer bromide smell that hints of violets and uncoiling ferns and gurgling noises where the feet of water hurry and hurry over rough, stony beds.

Now it happens, girls and boys, it is part of my philosophy to believe that we get, as we go along, pretty nearly everything we expect to get. Just let one of us expect hard enough and, lo and behold, the thing comes to us, whether it be wealth or honor or a triumph in the arts or sciences. There is an old saying that faith will move mountains, and it will, as any civil engineer, like our President, Herbert Hoover, will tell you, but expectancy is faith with an eager, searching attitude added to it. It means having faith that the thing will happen of course, but it also means going out of our way eagerly to look for it when it does happen. So, as I said before, I looked out of my window this early day of March expecting to see a flower. Did I see one? To be very truthful I think I did.

(To Be Continued.)

Expecting the Beautiful—II

Instead, there on a slim finger of a vine, right under my window, swung the first song sparrow of the spring. To me, weary of the months of snow, his little rumpled feathers and his tired, hanging wings were flowers, indeed, and the weary little chirp he gave me as he hopped around to face me was a perfume rising straight from the beautiful thought of God.

As I went down to the train I fell into step beside a neighbor. "Do you know," he said, with a happy gleam in his eyes, "I was rummaging around in my garden this morning and, 'pon my word! I found a snowdrop just opening into bloom in one corner. Never expected to see one so early in the year."

"I am sorry you didn't expect it," I said. "I did. I expected to find a snowdrop in my garden; instead I found a bird."

"Have you any snowdrop bulbs in your garden?" asked my neighbor.

"Yes, indeed," I said.

"Well then," said my friend, "I'll bet there's a snowdrop blossom tucked away somewhere under the leaves. If they are in blossom in my garden I see no reason why they should not be flowering in yours."

I think perhaps my neighbor is right. Tonight I shall look about. In any case what I really expected was something beautiful that spoke of spring, and my little song sparrow more than fulfilled my expectations. As I think over this little episode one thought comes to me. He is never disappointed who expects the beautiful. His very attitude of spirit will bring it to him or him to it. There is a subtle drawing together of all things beautiful and good.

Now

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EDUCATION IN ACTION

Modern Parents Are Found Guilty

Charged with "willful and wanton" neglect of the moral and spiritual development of their children, "Modern Father" and "Modern Mother," on trial at the First M. E. Church, Boston, were found guilty of "simple neglect" and placed on probation under a "suspended sentence until the children were of age." Although it was a mock trial, the Rev. Harry Belmont Hill, pastor of the church, who staged the trial and acted as prosecuting attorney, brought out through his witnesses many pertinent facts which face the mothers and fathers of today. Prosecutor's witnesses were the scoutmaster, the Sunday school superintendent, Sunday school teacher and probation officer. Their testimony brought out that the children's moral side was being neglected while mother and father were busy buying radios and automobiles and attending bridge parties in order "to keep up with the Joneses."

Indiana Schools Selling Textbooks

Sale of public school textbooks at each school in Marion County, Indiana, under an arrangement recently completed by the superintendent of the county schools, Fred T. Gladden, will net the schools between $12,000 and $14,000 profit annually, according to a statement issued by Mr. Gladden. The county board of education adopted this policy as a means of saving the pupils the bother of buying them at bookstores and also for the profit from the sales, which are estimated in Marion County to reach between $60,000 and $70,000 annually. It is expected that purchasers will save about ten per cent. through the arrangement, the statement said.

Student Loan Fund Provided for "Tech"

Students of the Massachusetts Institute of Technology who are concentrating in electrical engineering are beneficiaries of a permanent loan fund, established by the will of Miss C. Lillian Moore, of Malden, Mass., recently filed for probate in Middlesex County. Each student in that field of investigation may apply for loans, which are not to exceed $600 in any one year to any one student, repayable in ten years at five per cent. interest. The entire estate of Miss Moore is included in the bequest. The fund, under the terms of the will, is to be known as the John A. Grimmons perpetual loan scholarship. No valuation of the estate has been made, according to the executor.

North Carolina President Resigns

Dr. H. W. Chase has resigned the presidency of the University of North Carolina to accept the presidency of the University of Illinois, according to an announcement by Governor O. Max Gardner, chairman of the board of trustees. The resignation is to be effective at an unnamed date before the opening of the fall term at the university, the governor said. Dr. Chase has been connected with the University of North Carolina more than twenty years and has been its president for more than a decade.

Average Per Capita Cost of Education

The average per capita cost of education in 170 typical cities of the United States for 1928, including all current expenses except interest payments, and based upon average daily attendance, was $101.19, the chief of the division of statistics, Frank M. Phillips, announced at the office of education. In cities of 100,000 population or more, seventy-six per cent. of the cost went for instruction.

Canada Writes Own Histories

For years there has been a widespread belief that Canadian history is duller than other history. British history gets first place in the Ontario schools and did until recently through the West. After first year in high school Canadian history becomes an optional subject, but every Canadian must matriculate in British history to enter a university. It was only a year or so ago that someone made the discovery that supplemental historical texts authorized in the maritimes and British Columbia were United States texts and preached in Canadian schools ardent American nationalism. The discovery turned attention to the teaching of Canadian history, with the result that new texts are now being prepared and a more voluminous, and perhaps a more interesting one will replace the sketchy books now in use in the country. But still Canadian history retains its secondary position in the curriculum of Ontario public schools.

Navy Book Circulation Exceeds Civilian Rate

The per-capita circulation of books in the United States Navy during the last calendar year was eighteen, exceeding by seven books the greatest known per-capita circulation of any public library in the country for the same period. A total of 1,023,085 books was read in the service, both aboard ship and at naval stations, the compilation shows. The number read in hospitals was 434,432, for an average circulation per person of twenty-four. For other stations, exclusive of hospitals, the number loaned per capita was 14.9, making the number loaned per capita for all stations eighteen. "The greatest known per-capita circulation for any public library in the country for the same period was that of San Diego, Calif., where the score was eleven," it was stated at the Bureau of Navigation, Washington.

Appropriation Proposed For Vocational Education

Vocational education would be developed in the several States and Territories, according to the provisions of a bill introduced in the House of Representatives by Congressman Redd, of Dunkirk, N. Y. The bill authorizes an appropriation of $1,000,000 to be made available for the year ending June 30, 1931, and each year thereafter for three years, a sum exceeding by $1,000,000 the sum appropriated for the preceding year. Allotment from this appropriation would be made, according to the bill, in the proportion that the State's nonfarm population bears to the total nonfarm population, but no allotment shall be less than $10,000 for any fiscal year.

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BENNETT C. DOUGLASS
Director

Sweden Claims All Are Literate

The Swedes plume themselves, and with good reason, on having brought their educational system to a very high standard of efficiency. It has long been their boast, in particular, that they have no illiterates among them. By the first Public Elementary Education Act, in 1842, it was laid down that in every commune there must be at least one school with a duly qualified teacher. In 1926 the total number of elementary school pupils amounted to 665,032, of whom about eighty-five per cent. received whole-time instruction, the rest receiving only half-time instruction—that is, attending school only on alternate days. The arrangement is authorized in remote country districts when sparsity of population makes it desirable. The elementary school age is from seven to fourteen. Since the year 1877 the state has supported "continuation schools" throughout the country. These include the general continuation school, where the instruction is of a general practical nature, and the vocational continuation school, where the instruction has for its special aim some particular trade or group of trades.

Colleges to Have Movie Textbook

According to Milton Sills, film star and chairman of the committee on college affairs of the Academy of Motion Picture Arts and Sciences, lectures given in connection with the college course, "Appreciation of the Motion Picture," at the University of Southern California, are being arranged in the form of a textbook covering the motion picture as an art form and social force. In the past, Mr. Sills pointed out, universities desiring to treat the cultural side of the cinema have been handicapped by lack of texts and subject matter, as well as scarcity of authorities. The Academy of Motion Picture Arts and Sciences is extending its co-operation to all colleges in this important field.

Charges Waste On Boston Schools

Action has been started by the Boston School Committee to ascertain the merits of charges of "wanton waste" made against the Board of Appointment by Frank A. Goodwin, chairman of the Finance Commission. The committee, while agreeing that the charges are of sufficient gravity to warrant action if they are found true, felt that it could not act intelligently until the body had thoroughly investigated conditions. Mr. Goodwin seeks to delay the $15,000,000 school building construction program advocated by Mayor James M. Curley until the Mayor has investigated his charges of extreme waste and extravagance on the part of the board of apportionment. The school committee says it will be glad to co-operate in any investigation conducted by the city or will engineer the investigation itself if requested.

Reform Started In Prison Schools

The first comprehensive plan in the history of federal penitentiaries for the establishment of direct official educational work, both academic and vocational, was launched recently by Sanford Bates, superintendent of prisons, and A. H. McCormack, assistant superintendent, in charge of the new division of welfare and education. Trained educational directors have been named for the federal prisons at Atlanta, Ga., and McNeil Island, Wash., and the Industrial Reformatory at Chillicothe, O. Similar appointments will be made in the immediate future for the penitentiary at Leavenworth, Kan. The appointments mark the start of one of the reforms frequently discussed by Mr. Bates in reports to Congress and elsewhere. Previously, where educational work was carried on in federal prisons, it was advanced by chaplains, largely on an informal basis. The new directors of the work, in the opinion of the Department of Justice, insures immediate results.

Oklahoma City Wins School Bond Law Suit

The validity of the $2,150,000 school bond issue of the board of education of Oklahoma city was upheld recently by the Oklahoma State Supreme Court. The suit against the bonds was instituted in district court when A. J. McMahan, an unsuccessful bidder for the issue, sought an injunction in district court. The district court refused the injunction and the supreme court affirmed the issue. Mr. McMahan contended that the school board failed to make provisions for paying the July 15 interest and principal coupons. The supreme court called attention to the three purposes of the sinking fund. These are for the payment of interest coupons as they fall due, for the payment of bonds as they mature and for the payment of judgments. "As long as there is money in that fund, it is available for said purposes in the order named," the court said. The court advised the school board that since the bonds are to run twenty-five years, a sufficient levy should be made to pay them off within the next twenty-four years. The decision will permit the board to begin the early construction of new buildings to house the increasing school population of Oklahoma City.

The BOOK TABLE

SEVENTH-YEAR MATHEMATICS, EIGHTH-YEAR MATHEMATICS, NINTH-YEAR MATHEMATICS. The three books by Ernest R. Breslich, University of Chicago, College of Education. New York: The Macmillan Company.

These three books are for the Junior High School years whether there be a Junior High School established or not.

Seventh-Year Mathematics assumes that the pupil is master of arithmetical processes and suggests abundant use of the processes in extending his information about everyday life of the community in homes, on farms, in various industrial and commercial activities with which the children are likely to be familiar.

Eighth-Year Mathematics deals largely with problems which promote definite knowledge of the various processes in business and develops accuracy as well as familiarity with methods. This book also presents all the knowledge of geometry that is in general use.

Ninth-Year Mathematics presents algebra so far as it is usable by whoever is supposed to be an intelligent citizen, and prepares every student for a successful introduction to Senior High School work.

SUPERVISION OF THE ELEMENTARY SCHOOL. By Clarence R. Stone. Cloth. 573 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

The elementary school principal has never received reasonable credit for his share of responsibility in the public school system. Professor Stone's book of nearly 600 pages is the most elaborate effort yet made to consider the various phases of activity of the elementary school principal and the relation of these activities to one another and to the entire school system.

MODERN METHODS SPELLER. By George C. Kyte, University of Michigan. Cloth. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

The one important accomplishment of the criticism of the spelling of children and youth, foolish as much of it has been, is its urge to the making of more helpful school spelling books.

At first it was assumed that the only need was to know what words were most in use by children of a given grade, but today there is as much science and art in the teaching of spelling as in any school subject.

It is now well known that there are no children in school who cannot be helped to spell much better than was supposed to be possible. Indeed there are now few children who cannot learn to spell reasonably well.

Professor Kyte is familiar with every advance that has been made, uses them legitimately and skillfully and has added several important suggestions. His "Modern Methods Speller" meets the latest need in the latest way.

SOLID GEOMETRY. Modern Text for Schools and Colleges. By William W. Strader and Lawrence D. Rhodes, both of Jersey City. Philadelphia, Chicago, Toronto, Atlanta, San Francisco, Dallas: John C. Winston Company.

The opposition to Solid Geometry in high schools which threatened to be quite formidable seems to have collapsed, but it did create a spirit which has made modern textbooks in the subject.

Not only so, but modern industry makes a modern knowledge of Solid Geometry as indispensable as the multiplication table. Strader and Rhodes have sensed this need and have met it effectively.

UNSOLVED PROBLEMS, NATIONAL AND INTERNATIONAL. By John S. Hecht, Fellow Royal Economic Society, London. Jarrolds.

It is refreshing to have someone who is familiar with the vital problems, national and international, seek a satisfactory solution of the problem of wages, of the law of supply and demand, of social problems, international trade and building, industrial, commercial, and financial situations.

In the present industrial situation, here and everywhere, we cannot advise the school man or woman of today to try to solve "Unsolved Problems."

Social economics are too complex for any one to hope to solve them. We are sure the simplest problems of the school will be solved, but we tremble when we think of the liability of trouble over the ages of school people by and by, unless the money situation is clarified. We do not like to think that the wages of teachers, superintendents and their associates will ever be determined by the law of supply and demand.

We are of the opinion that John S. Hecht's book is the best balanced book in the market in the attempt to solve the problems that so far have been unsolved. Personally it is the most nearly satisfactory of any book we have seen.

THE NORMAL PERSON. The Psychology of Self-Realism. By David C. Torry. Cloth. With diagrams. Jaffrey, New Hampshire: Published by the Author.

It is interesting to know a man of high intelligence who has read extensively and intensively along a given line in which there is much interest, and has brought out of it definite conclusions which have never been expressed in that way before. This is what David C. Torry has done, and "The Normal Person" is the clarified result of his much reading and thinking.

Mr. Torry's first discovery was that "Freudism, Behaviorism and the theories of complexes, retardations and fixations" deal for the most part with the abnormal, and the effect upon him has been to create a desire to analyze the normal mind, which he has done faithfully and skillfully.

He makes "The Normal Person" genuinely interesting. A single paragraph suggests the way he thinks about "The Normal Person." "It is in the form and quality of the varied factors of the person that each receives his own peculiar inheritance from his ancestors. In each person each factor is a composite of all those factors in his own peculiar lines of ancestors. These factors assembled in the person make each of us a composite of our forbears, with a measure of predilection for their ways of thinking. This explains social and group types of minds. A child sometimes manifests in unusual proportions some peculiar trait characteristic of some particular ancestor. Within races and groups, however, the inherited characteristics are so thoroughly composite that all babies are much alike and have a fair measure of equality at the start."

Books Received

"The Music Hour." By O. McConathy, W. Miessner, E. Birge and M. E. Bray. New York: Silver, Burdett and Company.

"Industrial Arts in Education." By Schweickhard. Peoria, Illinois: The Manual Arts Press.

"The Training of the Will." By John Lindworsky, translated by A. Steiner and E. A. Fitzpatrick. Milwaukee, Wisconsin: The Bruce Publishing Company.

"Health and Control." By Williams and Dansdill.—"Health and Service." By Williams and Dansdill.—"The Pursuit of Happiness." By Edward Manley. Boston, Mass.: Benj. H. Sanborn & Company.

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GRINS BETWEEN GRINDS

Needed Strength

"Rastus," said the Negro minister "dis am de fust time Ah ever saw you in dis here church, and Ah's mighty glad yo' here."

"Pahson," replied Rastus, "Ah just hadda come. Ah needs strength, Ah does, 'cause Ah got a job whitewashing a chicken coop and building a fence 'round a watermelon patch."

Such a Real Helpmate

"Tom, you old loafer," said Colonel Smith, "do you think it's right to leave your wife at the washtub while you pass your time fishing?"

"Yassah, Colonel, it's all right. Mah wife doan need any watchin'. She'll shorely wuk jes' as hard as ef Ah was dere."

The Ingrate

"How did you get that black eye, Mrs. Higgins?"

"Well, sir, me 'usband come out of prison on 'is birthday."

"Yes?"

"And I wished 'im many happy returns!"

Maternal Apprehension

Visitor—"You are growing into a nice little fellow and you will be just like your father."

"Yes, that is what mother is afraid of."

In Prison

As some women visitors were going through a prison under the escort of the superintendent they came to a room in which three women were sewing.

"Dear me," remarked one of the visitors, "what low, vicious-looking creatures! I never saw such depraved faces. What are they here for?"

"Because they have no other home," replied the superintendent. "This is our sitting room and these are my wife and two daughters."

Change in Breakfast Menu

Male Boarder—"What're we having for breakfast? I hope it isn't ham and eggs again."

Lady Boarder—"No, not this morning."

Male Boarder—"Thank goodness! What is it?"

Lady Boarder—"Only ham."

Get-Rich-Quick Disciple

Financier's Son—"Mother, I have an idea."

Mother—"Well?"

Son—"Lend me ten dollars, but only give me five, and then I shall owe you five and you will owe me five and so we shall be quits."

Very Evident

He was a cautious young man and a firm believer in eugenics, but when he met the doctor's lovely daughter he fell in love with her, and finally threw discretion to the winds and asked her to marry him.

She accepted him, and he was in the seventh heaven all the evening.

Next morning, however, his natural caution returned, and he called upon her father.

"Oh, doctor," he said, "your—your daughter has promised to marry me. I—I wanted to know—that is to say, I—came to ask if there is any—er—insanity in your family?"

The doctor looked at him gravely over his glasses.

"There must be," he said.

Neither Fills the Bill

Hostess—"What do you think of the violinist?"

Novelist—"He reminds me of Paderewski."

Hostess—"But Paderewski is not a violinst."

Novelist—"Neither is this gentleman."

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Star Spangled Banner

By Denis A. McCarthy

[Dr. McCarthy had the following appeal in the Boston Herald, March 9, 1930. His caption was: "Let us have sense."]

The National Council for the Prevention of War, with whose general objects I suppose most of us are sympathetic, will start a little war of its own if it persists in attacking "The Star Spangled Banner." And its members will win no affection for "America, the Beautiful," the lovely poem by Katharine Lee Bates, if they continue to exalt it at the expense of what they are beginning to call slightingly "The-bombs-bursting-in-air song." Why set one song in rivalry over against another? Why not retain both? To set aside the poem of Francis Scott Key would be a great loss patriotically and historically. Generations of Americans have admired it and been thrilled by it. There are occasions when nothing else will serve. There are occasions also when the mood of a gathering is best expressed in the idealism of "America, the Beautiful." But to force the latter poem upon the country as the one and only national anthem, and to try to do it by casting ridicule upon "The Star-Spangled Banner," is poor policy. If the effort is continued, the result will be that the lovers of the older poem, who are far and away in the majority in this country, will be prejudiced against the poem of Miss Bates, which deserves to be liked for its own loveliness.

As General Grant said, "Let us have peace." But as an older authority than Grant said, "Let us have sense."

Defeat Private School Vaccination Bill

Compulsory vaccination in private schools was defeated in the Massachusetts Senate March 25. By a rising vote of twenty-three to five the Senate referred the matter to the next annual session. The bill had previously been passed by the House. Nathaniel P. Sowle, senator from New Bedford, in opposing the vaccination measure, declared that the State has gone far enough under the existing law. The present statute requires vaccination in public schools. James G. Moran, senator from Bristol, raised the question of whether it is necessary to vaccinate children in public schools in order to protect the general public health. Although parochial schools do not object to vaccination, he said, some private schools are opposed to it—and have a right to be exempted. The only favorable discussion on the measure was given by Warren C. Daggett, senator from Somerville, chairman of the Committee on Public Health, which recommended the bill.

Bulgar Youths' School Needs Better Met

Last year 100 modern village schoolhouses were built in Bulgaria, and during the last five years 280 have been erected. These are the result of a plan for co-operative building inaugurated in 1924, which requires that each community must contribute annually to a state school building fund kept in the State Agricultural Bank. In addition to the new buildings put up in this way the state has erected 255 new schoolhouses in the earthquake area, besides repairing 205 that had been badly damaged. A special fund also has been created for the maintenance of schools, the chief source of which is school land existing now in practically every community and amounting in all to about 500,000 acres. Last year alone 30,000 acres of land were added to these school properties. Most Bulgarian children go to school, even though many of them live in small mountain villages of which the houses are scattered among the woods. Of the 750,000 boys and girls of school age only a tenth do not attend school. Practically all the Bulgarian youth can read and write. Generally speaking, the teachers are the principal bearers of culture in the Bulgarian villages. And they work out of school as well as in it. Last year, for example, they gave 10,000 free public lectures, arranged 2,000 entertainments, conducted 1,400 evening schools and opened 2,000 public reading rooms, besides organizing choirs, youths' societies and philanthropic and self-help clubs. The Ministry of Education gives special attention to this outside activity and rewards in various ways the more energetic and devoted teachers. Last year for prizes, rest stations, scholarships and study abroad, the teachers were given 10,000,000 leva besides their salaries. The 17,000 teachers of Bulgaria are well organized and well protected by the Bulgarian laws so they feel more or less independent of the Ministry. This relieves them, to a certain extent, of the fear of job-giving politicians, but being fairly sure of their places, they tend to acquire the role of officials rather than that of the bearers of new ideals and outlooks. There are many more candidates for teaching positions than there are places.

In the Cultured Class

Little Bacillus (in laboratory bottle)—"Mother, why can't I go out into the world and do something?"

Mother Bacillus—"Hush, child! Remember you belong to the cultured class."

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for April 1, 1930.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Albert E. Winship, who, having been duly sworn according to law, deposes and says that he is Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and managing editor are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Managing Editor——Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Mrs. Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Mass.

ALBERT E. WINSHIP,
Editor.

Sworn to and subscribed before me this 6th day of March, 1930.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

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